**Common Core Aligned Lesson Plan Template**

**Subject(s**): English Language Arts/Literacy **Grade:** Kindergarten

**Teacher(s):** Anna Rauvenpoor **School:** Dodge Elementary

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| **LESSON ELEMENT** | **STUDENT-FRIENDLY TRANSLATION**  **(#2, 3, 4 only)** |
| 1. Common Core learning Standard(s) Addressed:   **Reading and Listening Standards, grade K, standard 7**  Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear.  **Speaking and Listening, grade K, standard 5**  Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| 1. Learning Target(s):   Students will be able to:   * Describe and compare the differences between schools and school life in the past and the present. * Identify visual cues in images and use them to determine the timeframe the image represents. * Imagine and express a possible future for schools and school life through drawing and description. | You will be able to:   * Describe some differences between schools of the past and the present. * Tell whether a picture is from the past or the present. * Imagine school life in the future and describe it with words and drawing. |
| 1. Relevance/Rationale:   Students need to understand the concept of timeframes and that things change over time. This lesson help students think about that concept in a familiar context, that of school and school life. Images are ubiquitous in today’s media and helping students identify visual clues for placing images in timeframes is an essential skill. | Things that have already happened are in the past but how can you tell from looking at a picture if it is from the past or the present? Some people think that if a picture is in black and white then it is from the past. What other clues could you use to tell if a picture is from the past or the present? |
| 1. Formative Assessment Criteria for Success:  * Students will discuss collaboratively the differences between schools and school life in the past and the present. * Students will use their schema and visual clues to identify images from the past and the present. * Students will brainstorm ideas for the future of schools and represent those ideas in drawing. | You will talk about the differences you notice between schools and school life in the past and the present. You will draw a picture of what you think schools might look like in the future. |
| 1. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)   **Day I**  **Pre-Assessment:**  The students will gather on the carpet and we will begin to talk about past and present. I will ask the students if they know and can tell me the definition of past or present? I will write their answers on the board. Then, I will read *When I Was Young in the Mountains*, C. Rylant and *At School: Long Ago and Today*, L. Brent. We will look at the pictures in the book and try to determine which are past and which are present and why.  **Modeling and Guided Practice:**  I will show a power point presentation that contains images of school and school life in the past, present, and future. I will ask students to silently determine what timeframe the image is from. Then I will ask for a volunteer to explain their determination of that image. In this way we will go through the entire presentation and all students will have a chance to participate in the learning conversation.  **Sharing and Reflecting:**  I will engage the class in a discussion about the next stage of the lesson where they will brainstorm ways in which school might be different in the future. I will ask them to think about this during the next week and come to class prepared to draw a picture of their idea(s). I will prompt them with guiding questions such as the following:   * What would happen if there were no more places to build schools on the ground? Where else could we build? * What kind of vehicle would you need to get to that school? * What kind of surfaces would your future school have? Would they be hard or soft or maybe just virtual spaces? * Would kids still play games in the future? What kind of games can you imagine they might play?   **Independent Practice:**  Students will brainstorm ideas with their peers at school and families at home. They will decide upon an idea to express in a drawing. Homework consists of each student selecting at least one idea to express during the next class meeting.  **Day 2**  **Modeling and Guided Practice:**  We will review what we did during the previous class while learning about past and present and discussing what visual clues we identified that told us something about the timeframe of an image. I will revisit some of the images from the power point presentation and engage the students in a discussion about the specifics of the images. Then, I will remind the students of their homework assignment and ask for volunteers to discuss their ideas. I will show the students several of my own drawings that depict my ideas of school life in the future and hang those in a visually accessible place for all students to see.  **Independent Practice:**  Students will go to the group work tables where paper and markers have been set up for them to draw their ideas of future schools and school life. I will help the students to label their drawings descriptively.  **Reflection and Sharing:**  Students will share their drawings at their work tables and answer any questions other students may have about their pictures. I will engage students individually in conversation about their drawings and the specifics of the drawing that indicate it is set in the future timeframe. I will create a display case of images from the power point presentation and the student’s drawings in a timeline fashion to share with the whole school | |
| 1. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)   *At School: Long Ago and Today*, L. Brent  Power Point Presentation, *Past, Present, and Future Schools* | |
| 1. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)  * Lesson occurs in the LMC exclusively. * The power point presentation can be sent electronically to any student requiring its use at home. * I will have several copies of *At School: Long Ago and Today*, L. Brent for students who wish to borrow the title. | |
| 1. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be specific as possible.)  * Students with Disabilities will be evaluated on a per need basis. Those students requiring extra support will receive help from an aide, SLMS, or peer tutor depending upon the need. | |

**Common Core Aligned Lesson: Reflection**

* Does this lesson reflect one of the “shifts” in instruction (see Common Core “Shifts” documents on EngageNY.org)? If so, please describe which shift is addressed and how?

This lesson plan reflects the ELA/Literacy Shift 1 in that students are reading a true balance of fiction and informational texts with *When I Was Young in the Mountains*, C. Rylant and *At School: Long Ago and Today*, L. Brent.

1. How did this lesson support 21st Century Skills?

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.4 Demonstrate personal productivity by completing products to express learning.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

1. How did this lesson reflect academic rigor?

Students created their own meaning out of what they learned about analyzing an image for information. They used critical thinking skills to combine their schema with visual clues to identify and organize information. They also created an idea of the future of schools based on projections about what might change in time.

1. How did this lesson cognitively engage students?

Students used analysis to extract the details from the images then identify the details. Students used what they learned to understand that things change through time and to predict what changes may lie ahead.

1. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students worked and read as a group to understand the concept of past, present, and future. The class discussed these concepts together and brainstormed ideas about the future of schools together.